

The Role of Different Factors in the Promotion of Islamic Values among the Students of Secondary Level In Karachi, Pakistan

Waqar-un-Nisa Faizi

Associate Professor, Department of Education, Jinnah University for Women, Karachi, Pakistan

Anila Fatima Shakil

Associate Professor, Department of Education, Jinnah University for Women, Karachi, Pakistan

Sajjad Hayat Akhtar

Head Master Govt Middle School Tambulak, Mardan, Pakistan

Farida Azim Lodhi

Professor, Department of Education, Jinnah University for Women, Karachi, Pakistan.

Abstract

Islam is a very vast religion and itself an educational system. Therefore there were so many researches done in generating the basic knowledge of Islam. This study also probed into a descriptive research to evaluate the role of different factors like parents, teachers, text books etc in promoting Islamic values among the students of secondary (IX-X) level. The main objective was to clear the duty of parents in this regard. The secondary objective was to evaluate the key place of teachers in inculcating Islamic values among the students. Special focus was given to the secondary level education because at this stage many sexual changes occur among children, so the training of Islamic values is essential for a child. The population of the study was the both male and female students of IX & X classes. By random sampling 20 Government schools were selected. 200 respondents including 100 boys and 100 girls (students) were selected for the collection of data. The researcher had also taken the interview of renowned scholar. The data was collected through questionnaire and interview. The researchers presented the

statistical analysis by using simple percentage and correlation methods. The results identified the importance of Islamic values and determined the role of parents, teachers and other factors in promoting Islamic values. Mostly the responses show that there is a great role of parents and teachers in this regard but they are failed in their jobs. In the light of conclusion it was recommended that parents should play their active role in providing Islamic knowledge and text books should also be written in perspective of Islamic values.

Key Terms: Secondary education, Islamic values, factors, teachers, parents, text books.

Introduction

The word Islam contains the same meaning as peace in the Arabic language. Islam is the religion which came here to offer mankind a life filled with the peace and well being and in which God's mercy is manifested in the world. Allah Almighty invites the people to accept the model by mercy, compassions, tolerance and peace may be experienced in the world. As Allah says in Holly Quraan,

“You, who believe, enter absolutely into peace (Islam) and do not follow the footsteps of Satan. He is an outright enemy to you”. (Surah Al-Baqara Verse No -208)

Islam is preliminary a matter of faith. As M. Zafrullah Khan (1962) mentioned that this faith stands for certain believes, that is belief in the unity of God, belief in the finality of the prophet hood of Muhammad (Sallallahu Alaihi Wasallam), belief on the Holy Quraan and other Holy Books revealed to the prophets from time to time, belief in Angels, belief in the life after death and belief in his destiny. These all believes and are considered as Islamic values and standards of living. Value in Islam is a standard on which we judge an action to be right or wrong. These values are classified as social, moral, economical, religious etc.

All the human relationships are always governed by social values and in Islam all these values are based upon the Quraanic concept that each human being is awarded by the Almighty Allah with high potential for doing well to him and to society. The actual mean of honour in the sight of Allah is a right way of life as Allah says in Holly Quraan, *“O mankind We have created you from a male and a female, and have made you nation and tribes that ye may know one another. Lo The noblest of you in the sight of Allah is he who is best in conduct.. Allah is knower, Aware”.(Surah Al-Hujurat Verse No -13)*

Islam has presented a universal brotherhood also. It is mentioned again and again that a strong and true brotherhood can be developed only by virtue of human's relationship with one another. Other factors like common interest, common believes, and common occupations may help to foster brotherhood. In Quraan Allah says, *"The believers are not else than brothers"*.(Surah Al-Hujurat- Verse No 10)

In Islam ethics is consider as worship therefore any work which is to be done with hypocrisy, dishonesty and ostensible will be abolished. According to Ahmed Andrews (2000) the Quraan mentions God-consciousness as the highest quality of Muslim. *"The most honorable among you in the sight of God is most God-conscious"*. (Surah Al-Hujurat- Verse No 13)

Humanity, modesty, integrity, Patience, Steadfastness and fulfilling one's promises are certain moral values that are emphasized again and again in the Holy Quraan. As Allah says in Holy Quraan that. *"And God loves those who are always firm and steadfast"*. (Surah Aal-e-Imran - Verse No 146)

Before explaining the main points of Islamic economy, the basic principles of liberal economics from an Islamic view is highlighted just to compare the difference. According to Holt .M (1980) the basic principles of economics liberalism represent ideas which are adopted form a verity of sources. By Islamic point of view, economics was never considered as a separate field. Hussain Z (1992) points out that Muslim society is now facing countless political, economical and social problems which can only be solved by the mean Ijtihad. According to Muhammad Imran(2009) the success of man in the life hereafter is depend upon the use of the resources in the best and right way. A man must be able to fulfill his mission. In order to enable man to do this Islam seeks to discipline man through the offering of prayers to God five times day, through the observance of fast for one month in a year, through the giving of Zakat on their assets for the welfare of the poor, through undertaking Pilgrimage to the Kaaba at least once during life time and through readiness to undertaker Jihad in the cause of God. As an Islamic country in our system of education the inclusion of religious values of Islam should be considered as a first priority. According to Pervez hood boy (1998) in first educational conference stress was given to that education system which should be inspired by Islamic religious ideology. The political concept of Islam clears that Allah is supreme power and creator of men and all things of the world, that are beneficial for men, as Allah says. *"Unto him belong with whatsoever is in the heavens and*

whatsoever is in the earth, and whatsoever is in between them, whatsoever is beneath of sod". (Surah Al-Taha- Verse No 6)

Islam is itself a complete educational system, which teaches that the all the human values common of all religions must be developed. The Islamic system of education aims on developing the personality of child in the positive direction. All the religions of the world except Islam are facing problem in defining or determining moral, economical, social and religious values. Islamic physiology solves this problem in quite effected way. Islamic concept of different values determined that the only aim of human efforts should be the seeking of the good wishes of Allah. It also determines such criteria on which the human deeds can be evaluated and one can differentiate between good and evil deeds. The secondary level is the most important stage in our entire educational process and it also needs a thorough reconstruction. The objectives of secondary education should be vaster and according to the needs of teenage life's requirements. It is necessary to provide full Islamic awareness to the students of secondary level for providing good citizens to country in future. The secondary education should be based on such objective like to provide a form of education which has its roots in the national culture and in Islamic values and to provide educational and vocational guidance and direct children towards the most appropriate course and subsequent careers, to provide understating to students its history and to create an appreciation of the universal brotherhood of a man and a sprit of international understating. These objectives can only be achieved by including Islamic values in curriculum of secondary level especially in compulsory subjects of social sciences which are necessary to study to all students of all fields e.g. Science, Arts and Commerce etc. It is the highest importance that some steps should be taken in the secondary schools to develop in them a sense of patriotism and love of their religion. This work can be done in more effective way by parents, teachers and text books.

Religion has been a part of our life. The term religious education implies instruction in or about religion or religious literature for informational, inspirational and moral purpose. Its main objective is burden the outlook of the child and to make his approach more liberal towards life and human problems. It aims at inspiring him towards a moral and spiritual behavior and realizes the final goal of his life. Dr. Syed Matlab Hussain (1986) that religious education affords a short-cut to morality of a certain kind and it may be that religion is an aid to higher morality that can be attained. There are so many factors

which can promote Islamic values like parents, teachers, text books etc. Ustadz Haron (2008) clears that today's youth are the leaders of tomorrow. For the better future of Islam Muslims parent's role cannot be overemphasized. The duty establishing peace and justice on land lies on the youth's shoulder, who need to be equipped for the future challenges, in terms of carryings Islamic message to the coming generation. The bright future of new generation is totally depended upon that training which is given to children by parents. According to Abdul Waheed (1997) the society is a combination of people from different races, languages, cultures and beliefs. It has the capability to absorb any individual, even Muslims, unless parents exercise their role. Prophet (Sallallahu Alaihi Wasallam) said *"Every child is born in a state of Fitrah (i.e. the pure and natural state of Islam submission to the Will of Allah), but his parents make him a Jew, Christian or a Magian"*.

Moreover, it is part of the role of parents to organize different activities, such as lectures, picnic, prayer, film shows, Islamic library and festivities that every youth will participate in, it will thread fast in promoting Islamic value among the youth. Finally, it is the duty of parents to educate the youth Islamic ally and not as we see life on cables and satellite dishes in our different homes.

In the past, parents and teachers used to train the children according to higher virtues and morals. According to S. R. Sharma (2006) most of people would agree nowadays that moral education is not only one of the important concern of school but that it should play an ever-increasing part in the life of the school. But in Pakistan the vast social changes over the last sixty three years, large scale of urbanization, rootless competition for financial gain deplete all time and energy from parents. Behind the parent the role of teachers in educational process is very vast as Deepak Tiwari (2006) says that in our society the teachers are public servants for the people, and this is the reason that society has the high expectations of teachers. They are expected to have advanced knowledge, skills and high ethical values. According to Andy Aldrich (2006) no other personality can have an influence more profound than that of teacher. Therefore, a corrupt and a decadent class of teacher can harm a nation more seriously than a class of corrupt and perverted judiciary, army, police, politicians, and bureaucracy.

The prescribed books are everything for the learner. They serve a purpose of a tool in the hands of teachers. According to P.V.V. Satya Narayan (2004) the school textbooks need to be excellent through and through. Only then the teachers on the schools

will be able to discharge their duty more efficiently. In preparing of textbook the religious aspect must be considered by specialists as S.R. Sharma (2006) says that there seems to be little doubt that moral education in some form will find a place in the textbooks of future both at primary and secondary level, but what form it will take is still a matter of enquiry, deliberation and possibly action research. One of the major problems in attempting to find a place for religious education in its own right on the school curriculum is that of what to include and what to exclude. Moral problems arise in many other areas for example history, literature, science, health education etc. The textbooks of compulsory subjects should be prepared in the light of Islamic values because it is necessary to read these books to all students of all fields e.g. arts, science, commerce etc. By observing the compulsory textbooks of secondary (9th and 10th) level, it clears that ignorance of Islamic values is quite common. So there should be a reflection of Islamic civilization in all text books of secondary level.

Objective of Study

- To study the cultural foundation and religious impact on the current educational system of Pakistan.
- To clear the role of parents in respect of promoting Islamic values among the students of secondary level.
- To highlight the constructive part of secondary level teachers in developing Islamic awareness among students.
- To evaluate the part of text books in inculcating Islamic values and civilization among secondary level students.

Methodology

This study was descriptive in nature and carried out through survey. The geographical limits were two towns Liaquatabad and North Nazimabad of Karachi city. Within these limits 20 Governments (10 male & 10 female) schools had been selected for collecting data. Total respondents were 200 including 100 girls and 100 boys students. Interview was also taken by the researchers for in order to achieve first hand information.

Research Instrument

The researchers used a self constructed questionnaire, consisted of twenty items and interview. The information regarding this research study was collected through

this questionnaire. The content validity of the instrument was certified by the experts. The researchers had also taken the interview of Prof. Dr. Hassam Uddin (Karachi University).The research instrument questionnaire was consisted of ten parts containing the contribution of different factors in promoting Islamic values among the students of secondary level in Karachi. These were:

- 1) Knowledge about basic teaching of Islam
- 2) Knowledge about conferment of pray
- 3) Knowledge about fair ways of earning
- 4) Knowledge about Islamic political values
- 5) Knowledge about historic events of Islam
- 6) Knowledge about civil training of Islam
- 7) Knowledge about importance of cleanliness
- 8) Knowledge about participation in Jihad
- 9) Knowledge about social awareness.
- 10) Knowledge about moral training

Results

The collected data was converted into tables. Findings and conclusions were drawn in the light of these tables by the researchers.

Table 1

The first table shows the role of parents in inculcating and providing knowledge about Islamic values among students of secondary level.

S.No	Description	Male (A)	Male (D)	Female (A)	Female (D)	Correlation	
						Degree	Direction
1	Basic teaching of Islam	70	30	85	15	Degree	Perfect (1)
						Direction	Positive
2	Conferment of pray	90	10	40	60	Degree	Perfect (-1)
						Direction	Negative
3	Fair ways of earning	75	25	80	20	Degree	Perfect (1)
						Direction	Positive
4	Islamic political values	20	80	10	90	Degree	Perfect (1)
						Direction	Positive
5	Historic events of Islam	86	14	72	28	Degree	Perfect (1)
						Direction	Positive
6	Civil training of Islam	55	45	73	17	Degree	Perfect (1)

						Direction	Positive
7	Importance of cleanliness	95	05	90	10	Degree	Perfect (1)
						Direction	Positive
8	Participation in Jihad	40	60	52	48	Degree	Perfect (-1)
						Direction	Negative
9	Social awareness	54	46	62	38	Degree	Perfect (1)
						Direction	Positive
10	Moral training	93	07	92	08	Degree	Perfect (1)
						Direction	Positive

The above table clearly shows that majority of the male and female students accept that their parents take a great part in providing them the basic knowledge of Islamic values, but the ratio difference between the views of girls and boys is observed about the knowledge of conferment of pray and civil training of Islam. According to the boys they achieved knowledge about pray from their parents while the girls did not think so. In the same way the difference can be seen about the part of parents in providing civil training. The visual representation of data is given below through graphs:

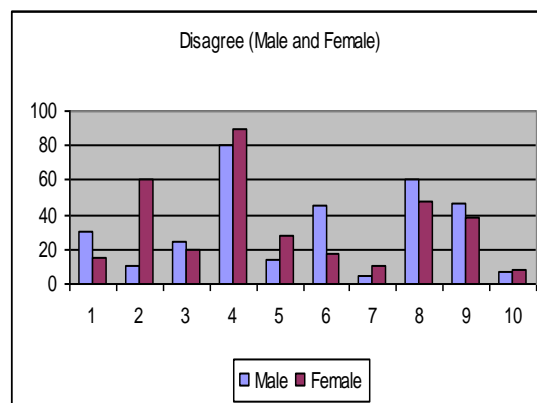
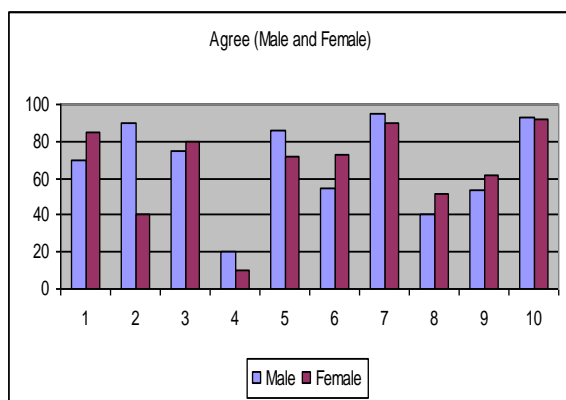


Table 2

The second table shows the role of teachers in inculcating and providing knowledge about Islamic values among students of secondary level.

S.No	Description	Male (A)	Male (D)	Female (A)	Female (D)	Correlation	
						Degree	Direction
1	Basic teaching of Islam	90	10	83	17	Degree	Perfect (1)
						Direction	Positive
2	Conferment of pray	54	46	62	38	Degree	Perfect (1)
						Direction	Positive
3	Fair ways of earning	45	55	61	31	Degree	Perfect (-1)
						Direction	Negative
4	Islamic political values	67	33	72	28	Degree	Perfect (1)

						Direction	Positive
5	Historic events of Islam	80	20	87	13	Degree	Perfect (1)
						Direction	Positive
6	Civil training of Islam	49	51	55	45	Degree	Perfect (-1)
						Direction	Negative
7	Importance of cleanliness	67	33	68	32	Degree	Perfect (1)
						Direction	Positive
8	Participation in Jihad	47	53	22	78	Degree	Perfect (-1)
						Direction	Negative
9	Social awareness	95	05	86	14	Degree	Perfect (1)
						Direction	Positive
10	Moral training	55	45	50	50	Degree	Low (0.5)
						Direction	Positive

The above table clears that majority of the male and female students accepted the key role of teachers in providing Islamic knowledge, but the ratio of views difference is shown about economical values, civil training and participating in jihad. There is also a low degree relationship between the views of male and female students about the Islamic moral training provided by teachers in secondary schools. The visual representation of data is given below through graphs

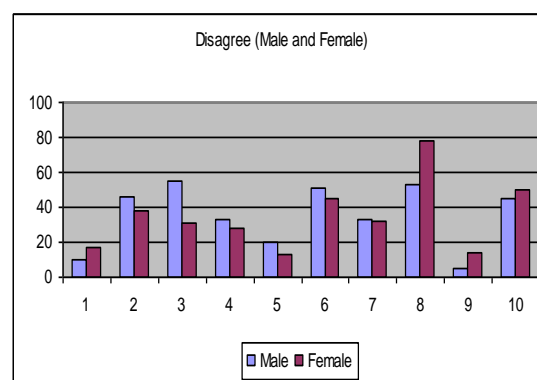
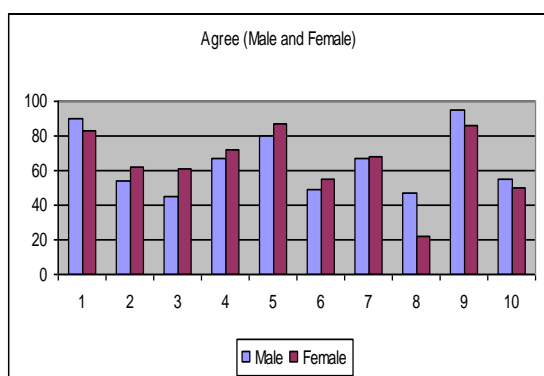


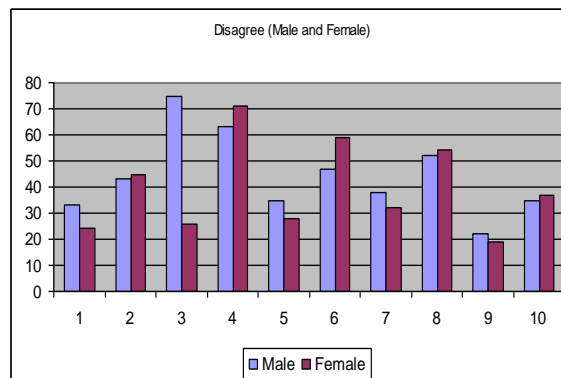
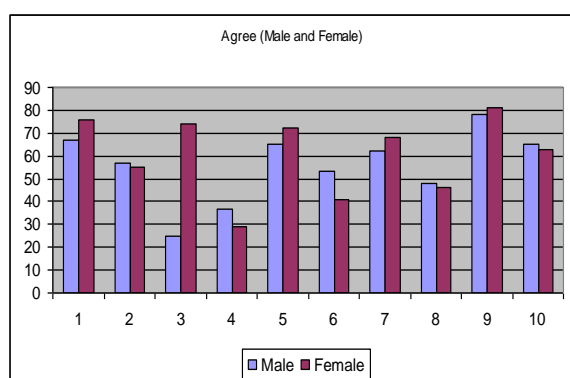
Table 3

The third table shows the role of text books in inculcating and providing knowledge about Islamic values to the students of secondary level.

S.No	Description	Male (A)	Male (D)	Female (A)	Female (D)	Correlation	
						Degree	Direction
1	Basic teaching of Islam	67	33	76	24	Degree	Perfect (1)
						Direction	Positive
2	Conferment of pray	57	43	55	45	Degree	Perfect (1)
						Direction	Positive
3	Fair ways of earning	25	75	74	26	Degree	Perfect (-1)

						Direction	Negative
4	Islamic political values	37	63	29	71	Degree	Perfect (1)
						Direction	Positive
5	Historic events of Islam	65	35	72	28	Degree	Perfect (1)
						Direction	Positive
6	Civil training of Islam	53	47	41	59	Degree	Perfect (-1)
						Direction	Negative
7	Importance of cleanliness	62	38	68	32	Degree	Perfect (1)
						Direction	Positive
8	Participation in Jihad	48	52	46	54	Degree	Perfect (1)
						Direction	Positive
9	Social awareness	78	22	81	19	Degree	Perfect (1)
						Direction	Positive
10	Moral training	65	35	63	37	Degree	Perfect (1)
						Direction	Positive

The above table clears the ideas of male and female students about the major role of text books in providing Islamic knowledge, but ratio difference can clearly be observed about economical values of Islam and civil training. According to the girls text books is providing perfect knowledge about fair ways of earning where as the boy claimed that the text books are failed to clarify the limitation in economical life presented by Islam. On the contrast the boys appreciated the role of text books in providing civil awareness where as the girls condemn it. The visual representation of data is given below through graphs:-



Results of Interview

It is sorry to know that a large number of students who passed out from the secondary educational institutes are almost completely fruitless for Islam. Most of them are against of Islamic values, traditions and culture on which the building of Islam is built up. Teachers could not prove themselves as role models especially in this period when the

rulers themselves wanted to finish it, that is why the responsibility of the teacher has been more increased. In British era the basic identity of Islam had been started to demolish. We can say that which seeds sowed by them are now large/sturdy trees. To bring out our generation from these miserable conditions we must be given the color of Islamic culture to our whole educational system. The parents have a great responsibility to provide Islamic knowledge to children, then school and text books also guide them. But they all are not fulfilling their duty sincerely.

Conclusions

Mostly the responses shows that awareness among the boys and girls of secondary (IX-X) classes are in positive but still they need more detailed information through the text books, parents and teachers. It has been observed that boys have more religious knowledge rather than girls as they mostly offer their prayers in mosques. They learn more from practical examples provided by Imam and other people praying in mosques. They almost observe Islamic social values in practical shape outside the home whereas the girls do not have these opportunities except the girls belong to religious families. The scholar also elaborates the role of parents and teachers in providing basic knowledge of Islam to the students. According to him the parents have the great responsibility in this regard but they are failed in their job.

Recommendations

1. Being an Islamic country our whole educational system should be organized according to Islamic values and civilization.
2. From primary level till higher education it is necessary to train the individuals according to Islamic values especially at secondary level to build child's character positively.
3. Parents have a great role in the training of child. Especially moral training can be provided to the child by parents in better way. It is the duty of parents specially mothers to give more and more time to their children for removing the involvement of new generation in emulation of west and materialism.
4. Teachers also have the same responsibility to provide religious education in practical way. The students can only be influenced by practical examples provided by their teachers. For example the method of prayer, disciplined personality, prohibited things in Ramzan, avoiding of false and unfair means etc.

5. The text books should be prepared in perspective of Islamic civilization to motivate the students acting upon Islamic values.
6. Well-known text books in use should be scrutinized by a group of competent Muslim scholars and notes or monographs published for use as adjunct instructional material.
7. There should be a meaningful relationship between the text book boards, the boards of Intermediate and secondary education and the curriculum development centers as well as education extension centers.
8. Meetings should be arranged frequently by the text book boards for the review of text books. It is sorry to say that the books are not revised according to the needs of time. So it is necessary to up date these books time to time.
9. Parents should avoid separate family system because it is main reason of less Islamic training of child. If the parents both are busy in their jobs, then how can they give full attention to their children?
10. Secondary schools administration should arrange Islamic programs like lectures and quiz programs for increasing the knowledge of students at secondary level.

References

1. Ademolar Abdul Waheed, (1997) Islamic voice, monthly Vol 11-01 No: 121 Ramzan 1417H.
2. Andrews Ahmed & Narayanasamy Aru, (2000) Cultural impact of Islam on the future directions of nurse education, Volume 20, Issue 1.
3. Haron Magadapa Ustadz, (2008) Islamic piety, Parent's role in pushing Islamic values, Cebu Daily News First Posted.
4. Holt M, (1980) Schools curriculum change, M Grow Hill Block Co, London.
5. Hood boy Pervaiz, (1998) Education and the state (Fifty years of Pakistan), Oxford University Press, Dehli.
6. Hussain Z, (1992) The Reconstruction of Islamic Society, Islamic Foundation Lahore.
7. Imran Mohammad, (2009) Value education program and operational mechanism, The Nation.
8. Matlub Hussain Dr Sayed, (1986) Evolution of social Institution in Islam, Islamic foundation Lahore.
9. Satya Narayan P.V.V, (2004) Curriculum development and management, Discovery Publishing House.
10. Sharma S.R, (2006) Curriculum for moral education, Cosmo Publications new Dehli.

- 11.** Sharma S.R, (2006) Curriculum for moral education, Cosmo Publications new Dehli.
- 12.** Tiwari Deepak, (2006) Methods of teaching education, Crescent Publishing Co-operation.
- 13.** Zafrullah Khan M. (1962) Islam, Its meaning for modern man, Routledge & Kegan Paul Ltd, London.